

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS PROPOSED EFFECTIVE SEMESTER: Fall 2017 COLLEGE: CEHD

## PROPOSED IMPROVEMENTS

### Academic Program

- ☐ New degree\*  
☐ New major\*  
☐ New curriculum\*  
☐ New concentration\*  
☐ New certificate  
☐ New minor  
☐ Revised major  
☐ Revised minor  
☐ Admission requirements  
☐ Graduation requirements  
☐ Deletion ☐ Transfer  
☐ Other (explain\*\*)

### Substantive Course Changes

- ☒ **New course**  
☐ Pre or Co-requisites  
☐ Deletion (required by others)  
☐ Course #, different level  
☐ Credit hours  
☐ Enrollment restriction  
☐ Course-level restriction  
☐ Prefix ☐ Title and description  
 (attach current & proposed)  
☐ General education (select one)  
 Not Applicable  
☐ Other (explain\*\*)

### Misc. Course Changes

- ☐ Title  
☐ Description (attach current & proposed)  
☐ Deletion (not required by others)  
☐ Course #, same level  
☐ Variable credit  
☐ Credit/no credit  
☐ Cross-listing  
☐ COGE reapproval  
☐ Other (explain\*\*)

**\*\* Other:**

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: **FCS 1030** Credit hours: **3**

Existing course title:

Proposed course title: **Lifespan Development**

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): **Lifespan Development**

b. Multi-topic course: ☒ No ☐ Yes

c. Repeatable for credit: ☒ No ☐ Yes

d. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☒ Lecture

3. ☐ Lecture/lab/discussion

5. ☐ Independent study

2. ☐ Lab or discussion

4. ☐ Seminar or ☐ studio

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date **10/27/16**

Chair, College Curriculum Committee

Date **10/28/16**

Dean **Mark Fetter**

Date: **10/28/16** Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

**FOR PROPOSALS REQUIRING GSC/USC REVIEW:**

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

**Create course: FCS 1030 Lifespan Development**

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

**Currently Family Studies and Child & Family Development major, and Family Life Education minor students are required to take various classes at the 2000, 3000 and 4000 levels relating to individual developmental stages, yet do not have a foundational course that encompasses individual and family development prenatally through death. The proposed class will fill this gap in student learning, and will lower the number of classes required by each major or minor.**

**The proposed course will provide the lifespan development knowledge required by the National Council on Family Relations (NCFR) to maintain the current Certified Family Life Educator (CFLE) approval status. The Family Studies and Child & Family Development majors have approval from NCFR based on 10 content areas. Content area # 3 Human Growth and Development Across the Lifespan will be satisfied by the lifespan course. The proposed course will also prepare students for the higher level of detail and theoretical knowledge base regarding individual and family development presented in the 2000, 3000 and 4000 level courses in their major. The course will also provide students an improved understanding of what segment of the lifespan interests them, and this will facilitate deciding which Family Science major they pursue.**

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

**No effect**

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

**This proposed course will not impact other programs in the FCS department. All students in the Child & Family Development and Family Studies majors, the Family Life Education minor, and the proposed Youth and Community Development majors will be required to take the proposed course.**

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

**For students in the Child & Family Development and Family Studies majors, the new course will replace two or more courses and will make it easier for students to graduate (refer to CEHD proposals 764 and 766). Having the Lifespan course will allow the Family Studies and Child & Family Development major, and Family Science (new title) minor to require fewer specific developmental courses while maintaining the CFLE approval status and providing the detailed knowledge specific to the age range focused on in each major. The proposed course will be taught both online and on campus, 2-3 times per year.**

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

**All students in the Child & Family Development and Family Studies majors, the Family Science minor, and the proposed Youth and Community Development majors will be required to take the proposed course.**

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

**Current library holdings are appropriate and adequate for the course requirements. This course will be offered in fall, spring, and summer. It is expected that since it is a required course, it will fill to capacity. The course will be taught by current full-time family science faculty or appropriate part-time faculty. The signature of the department chair on page one indicates his willingness to fund part-time faculty if needed.**



8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

NA

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

**Students will:**

- **Explain factual, scientific, and theoretical knowledge of individual development within the diverse social contexts of family.**
  - **Observe and document effects of major influences (physical, behavioral, socioemotional, cognitive) on the development of the individual within the family as they occur across the life span.**
  - **Recognize and demonstrate respect for diversity within individual and family life development.**
  - **Reflect upon personal individual and family life development in relation to course content.**
  - **Apply knowledge of individual and family life development to enhance personal and professional experiences.**
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

**Advisors report that Family Studies and Child & Family Development students sometimes do not attempt a minor due to the high number of required credits in their major. The lifespan course will lower the number of required credits for both majors (see #5 above).**

**To maintain CFLE approval status, the NCFR requires lifespan development knowledge. The proposed course will satisfy that requirement with one course, rather than the three currently required courses.**

**The proposed course will impact one of the six core competency outcomes in the family science program area (Family Studies and Child & Family Development majors) assessment plan: 1. Content Knowledge – area 3 (human growth and development across the lifespan).**

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

**Current articulation agreements will not be effected because the other development courses (FCS 2140 Child Development and FCS 3140 Infant Toddler Development) will still be required in the Child and Family Development major. As future articulation agreements are developed or current agreements are reviewed, the addition of lifespan development courses will be considered.**

**CATALOG COPY**

**FCS 1030 - Lifespan Development**

**Development of individuals and families, and their reciprocal relationships examined within a framework of life-span developmental tasks (physical, cognitive, language, social, emotional).**

**Credits: 3 hours**

**See attached syllabus**

**Lifespan Development  
FCS 1030 Course Syllabus**

**COURSE DESCRIPTION**

Development of individuals and families, and their reciprocal relationships examined within a framework of life-span developmental tasks (physical, cognitive, language, social, emotional).

Instructor:

Office:

E-mail:

Office Hours:

**REQUIRED TEXT**

Steinberg, L., Bornstein, M. H., Vandell, D. L., & Rook, K. S. (2011). Lifespan development: Infancy through adulthood. Belmont, CA: Wadsworth, Cengage Learning. ISBN: 9780618721566

**LEARNING OUTCOMES**

Students will:

- **Explain factual, scientific, and theoretical knowledge of individual development within the diverse social contexts of family.**
- **Observe and document effects of major influences (physical, behavioral, socioemotional, cognitive) on the development of the individual within the family as they occur across the life span.**
- **Recognize and demonstrate respect for diversity within individual and family life development.**
- **Reflect upon personal individual and family life development in relation to course content.**
- **Apply knowledge of individual and family life development to enhance personal and professional experiences.**

**COURSE REQUIREMENTS:**

The seven requirements for the class are to complete:

- (1) Assigned Readings and PowerPoints, along with watching the occasional video
- (2) Fourteen Weekly Quizzes
- (3) Four Assignments
- (4) Eight Discussion Post/Responses
- (5) Child Observation Assignment
- (6) Final Paper
- (7) Final Exam

**Content:** All readings/assignments should be completed for the week it is assigned. One or two chapters are assigned for each week according to the syllabus dates. It is extremely important that you read the assigned chapters as the PowerPoints will not cover all the assigned reading material but are designed to supplement the information and provide opportunities to process what you have learned. There are weeks where there is not a book chapter and detailed PowerPoints will cover that topic. These are identified in the calendar. Approximately, one to two hours of reading and studying will be needed to be

prepared for each week and to keep up with the assigned readings. Be sure to watch all of the videos for the week as they will be on the quizzes, necessary for an assignment, or required for a discussion.

**Weekly Quizzes (195 points max):** This course will consist of fourteen quizzes worth 15 points each to supplement the readings and PowerPoints. **I highly encourage you to save your quiz after answering each question. That way, if there is a technical problem with eLearning, I will be able to go back and see which questions you answered and give you credit for correct answers.** Because you may have to miss a weekly quiz due to family, illness, etc., you can receive a maximum of 195 points for weekly quizzes, even if you have or have not completed all 14 quizzes. This equates to 15 points that can be missed. Examples: If you take all quizzes and total 210 points you will receive the full 195 points for the weekly quiz grade. However, if you take all quizzes and earn 175 points, your final score will be 175. It is best to take all quizzes to reach the maximum score. **In other words, you can miss up to 15 quiz points without hurting your final grade.** Remember there are no make-up quizzes if you missed the deadline, since you are able to work ahead and receive a max of 195 out of 210 points!

**Short assignments (70 points max):** There are four short assignments to supplement specific weeks of content. These assignments are worth 20 points each. **Topics include: Introducing yourself, a reflection on parenting, managing economic resources scenario, and a reflection on death and dying.** Some may only take 30 minutes to complete while others may take longer. There are some weeks where there is no assignment allowing you time to work on the bigger class assignments. Diverse personal opinions and reactions are encouraged as long as they are stated in a thoughtful and respectful manner. Because you may have to miss an assignment due to a family emergency, an illness, etc., you can receive a maximum of 70 points for weekly assignments, even if you have or have not completed all four assignments. **In other words, you can miss up to 10 points without hurting your final grade.** Remember there are no make-up assignments since you are able to work ahead and receive a max of 70 out of 80 points!

**Discussion Posts (140 points max):** There are eight weeks where you will post a response to a discussion question(s) on eLearning and then respond to two other students' posts. Each discussion is worth 20 points (your original post and two response posts). All responses must be written in complete sentences using Standard English.

Since you may miss a discussion due to a family emergency, an illness, etc., you can receive a maximum of 140 points for discussions, even if you did not participate in all eight discussions. **In other words, you can miss up to 20 discussion points without hurting your final grade.**

Discussion posts and responses cannot be made up.

**Child Observation Paper (100 points):** This assignment will involve an observation and a developmental report of a child between the ages of 1-6 years. Further information will be released in week 5.

**Final Paper (100 points):** This assignment will involve self-reflection as well as interviewing others. Further information will be released later in the semester.

**Final Exam (30 points):** The final exam is comprehensive and is 30 questions

**Further instructions and rubrics related to specific assignments, papers, and discussions are available in eLearning.**

**COURSE GRADING:**

Grades will be awarded according to the point system detailed below. To calculate your grade, add up all of your scores, divide your score(s) by the number of points possible and then multiply by 100. That is your percentage. See the grading scale below to find what range of percentages corresponds to which letter grade. You have access to your individual scores through eLearning.

**Summary of Assignment Points:**

Fourteen Weekly Quizzes @ 15 points each= 195 points (max)

Four Assignments @ 20 points each = 70 points (max)

Eight Discussions @ 20 points each = 140 points (max)

Child Observation Paper = 100 points

Final Paper = 100 points

Final Exam @ 30 points = 30 points

**TOTAL Points Possible: 635 points**

Grading Scale	
%	Grade
94-100	A
89-93	BA
84-88	B
79-83	CB
74-78	C
69-73	DC
64-68	D
00-63	E

### Course Calendar

Week	Topic	Content Requirements (Text book, PowerPoints, TED talks, etc.)	What is Due
MODULE 1: Foundations and Conception to Birth			
1	Introductions and syllabus quiz	Syllabus Instructor's Introduction	Quiz: Syllabus Quiz Assignment #1: 1 page introduction
2	Ch. 1: Study of Human Development-Theories	1-34	<b>Discussion Post</b> Discussion Responses Quiz: Week 2 Quiz
3	Ch. 2: Nature vs. Nurture Cultural Diversity and Family Frameworks	35-36/38-43/46-56  PowerPoint only	<b>Discussion Post</b> Discussion Responses Quiz: Week 3 Quiz
4	Ch. 3: Conception to Birth	63-91 <u>Cost of raising a child</u> (Link in Week 4 Discussion)	<b>Discussion Post</b> Discussion Responses Quiz: Week 4 Quiz
MODULE 2: Infancy & Early Childhood			
5	Ch. 4: Infancy-Physical Development Ch. 5: Infancy-Cognitive Development	94-99/108-117 122-150	<b>Discussion Post</b> Discussion Responses Quiz: Week 5 Quiz Child Observation Assignment is released
6	Ch. 6: Infancy-Socioemotional Dev.	152-179	Quiz: Week 6 Quiz Work on child observation paper
7	Ch. 7: Early Childhood: Physical & Cog. Dev.	184-224	Quiz: Week 7 Quiz Work on Child Observation Paper
8	Ch. 8: Early Childhood: Socioemotional Dev.	226-252	Quiz: Week 8 Quiz Assignment #2: Parenting Styles Child Observation Assignment is DUE
MODULE 3: Middle Childhood through Young Adulthood			
9	Ch. 9: Middle Childhood- Physical & Cog. Dev. Ch. 10: Middle Childhood-Socioemotional Dev.	257-260/ 264-272/ 283-293 297-327	Quiz: Week 9 Quiz No Assignment Cyberbullying video is released this week

10	Ch. 11: Adolescence-Physical & Cognitive Dev. Ch. 12: Adolescence-Socioemotional Dev.	331-364 374/ 380-395/Suicide  Cyberbullying video	<b>Discussion Post</b>  Discussion Responses Quiz: Week 10 Quiz
11	Ch. 13: Young Adulthood- Physical & Cognitive Development & Sexuality Young Adulthood- Socioemotional Development	409-420 PowerPoint TED Talk	<b>Discussion Post</b>  Discussion Responses Quiz: Week 11 Quiz
MODULE 4: Middle Adulthood to Death			
12	Managing Economic Resources	PowerPoint Notes Watch the "Poor Kids" video to complete your assignment Play "SPENT" to complete discussion post	<b>Discussion Post</b>  Discussion Responses Assignment #3: Managing Economic Resources
13	Conflict/ Conflict Resolution Stress, Abuse, Family Problems	All PowerPoint (no textbook) TED talks	Discussion Post Discussion Responses Quiz: Week 13 Quiz
14	Ch. 15 & 16: Middle Adulthood Ch. 17: Later Adulthood- Physical and Cognitive Dev.	Ch. 15: 485-490 Ch. 16: 502-503/506-519 535/ 542-554/561-562/ 566	Quiz: Week 14 Quiz Final Paper
15	Epilogue: Death & Dying	606-624	Assignment #4: Death & Dying Reflection Quiz: Week 15 Quiz
Finals Week			Final Exam